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# OHIO ARCHITECT

OFFICIAL PUBLICATION OF THE ARCHITECTS SOCIETY OF OHIO  
A REGION OF THE AMERICAN INSTITUTE OF ARCHITECTS, INC.

august

1962



# *New Huntington Branch Office is GAS Air Conditioned For Year 'Round Comfort*



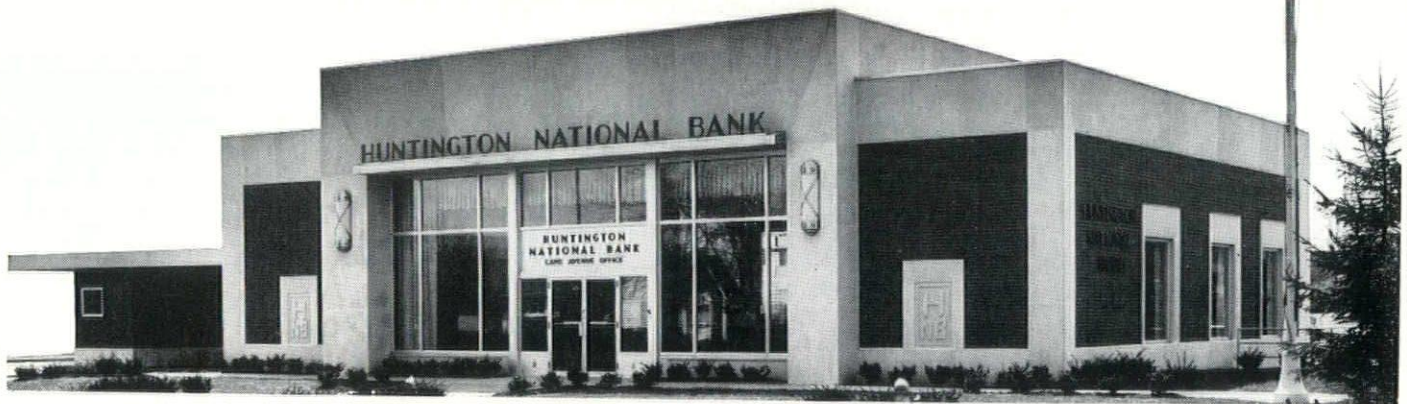
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The  
meaning of  
AIA  
Code  
of  
Ethics  
  
Our  
architectural  
heritage

According to its by-laws, "The objects of The American Institute of Architects shall be to organize and unite in fellowship the architects of the United States of America;

to combine their efforts so as to promote the esthetic, scientific, and practical efficiency of the profession;

to advance the science and art of planning and building by advancing the standards of architectural education, training and practice;

to coordinate the building industry and the profession of architecture to insure the living standards of our people through their improved environment;

and to make the profession of ever-increasing service to society."

The AIA was founded on February 23, 1857, ten years later than the American Medical Association and 18 years earlier than the American Bar Association. The American Society of Civil Engineers, which works closely with AIA, was founded in 1852.

Like these other professional bodies, AIA is dedicated to safeguarding both the public and the profession by maintaining a high code of ethics in professional practice.

Such standards did not always prevail among the practitioners of architecture in the United States. Earlier in our history, unskilled persons often dabbled in the art of designing buildings and an atmosphere of distrust and loose principles attended the practice of architecture.

This prompted thirteen idealistic New York architects to seek a remedy. Their efforts led to the founding of AIA. It took place near New York's famous Trinity Church, which was designed by the organization's first president, Richard Upjohn. As part of the AIA's Centennial celebrations in 1957, a plaque commemorating this historic event was affixed to a building at 111 Broadway which now stands on the site of the original meeting place.

Among the accomplishments of AIA is the fact that every state today has a registration law requiring every aspirant to demonstrate his knowledge and competence before he may practice architecture.

Other accomplishments include AIA's decisive role in establishing the nation's first architectural schools at the Massachusetts Institute of Technology, Columbia University, and the University of Illinois. AIA continues to guide and support the activities of the more than 60 schools of architecture now in existence, most of which are accredited by the AIA-appointed National Architectural Accrediting Board.

In addition to matters concerning professional practice, AIA committees work constantly to improve building research, community planning, schools and hospitals, human safety, and other problems affecting the general welfare.

Since its early beginnings, the AIA has taken an abiding interest in the preservation of historic buildings and monuments throughout the nation. Half a century ago, for instance, AIA led a largely successful fight to restore and preserve the beauty of the nation's capital in accordance with the original plans of L'Enfant and Jefferson.

It is therefore no accident that AIA's national headquarters are housed on the grounds of the famous Octagon in Washington, D. C. This building, one of the most beautiful in the Capital, was purchased by AIA and restored to the grace which delighted President Madison when he occupied it after the White House was burn-

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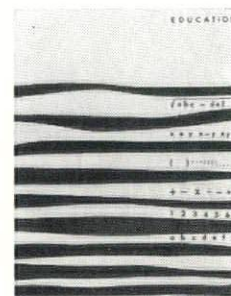
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## COVER AND FEATURE MATERIAL

*The cover and feature material on education and educational objectives were prepared by Cleveland Associate Editor William S. Cullen.*



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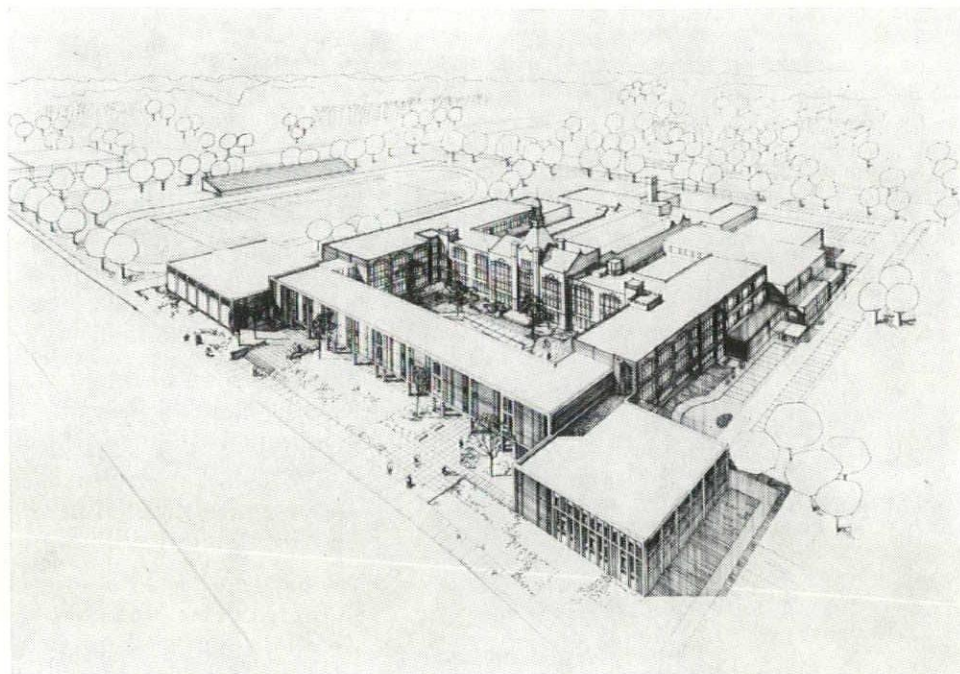
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# Our Educational Objectives

William S. Cullen, AIA



Cleveland Heights High School

World population, held in check by what the Rev. Thomas Malthus called the iron law of war, famine and pestilence, did not reach one billion until 1830, but it climbed to two billion by 1930, to three billion last year. The increase this year alone is more than the population of Britain.

Even the United States, growing by 1.7 per cent a year, is hard pressed to create 60,000 new jobs needed each week and to build schools for the one million additional children entering kindergarten next fall. It is going to be a challenge to provide for them and to provide them with the ability to provide for themselves. How we do this will be the concern of everyone.

Educators are constantly searching for educational quality and perhaps more important educational objectives. Can a man after seventeen or eighteen years of study be called educated? Certainly the requirements for such a reputation have been changing from year to year and no

doubt will continue to do so. What will be needed for a man to be adequately prepared in a world twenty years from now will be our educators objective.

We know this will be difficult as our population expands and become more mobile. Some students will be receiving instruction from the South, North and West as their fathers are transferred from city to city. To prevent some students from slipping behind while they are moving might require planning a national program. Government aid to education probably will arrive at that time. How educators handle that combination will be interesting.

Part of our foreseeing future needs takes the form of experimenting with our present educational tools. As a result bold, efficient methods are now teaching a greater number more completely than ever before. Team teaching for example is a system of deploying teachers to instruct varying size groups of students. One teacher may best work with a large number while the other may be more



successful with individuals. By working together they can reach students more effectively and at the same time help each other by using their time more effectively.

Such a system, however, requires an unconventional structure in which to work. It needs a flexible space which will provide teaching areas for 1, 2, 3, 40 or more students. This is when the architect must find his objective. Will providing a new school with a flexible plan answer education's needs in ten years? Will a school environment created today be recognizable in a society ten years hence?

Unlike a typical commercial project, the school building is unique in that conventional methods of appraisal, amortization and depreciation have little or no meaning. Long after a similar structure has outlived its usefulness, the school building remains on the scene, a challenge to both educator and architect in their constant effort to provide a physical facility whose environment is conducive to the effective presentation of an educational program; utilizing to the utmost contemporary methods, techniques and equipment.

Cleveland Heights High School and Brooklyn High School are examples of secondary schools hampered by overcrowding, poor space utilization and tortuous circulation because of numerous additions on antiquated and inefficient spaces. In both cases the community expressed its desire to retain the existing facilities but, at the same time to substantially renew and expand upon the buildings in terms of today's programming and size requirements. This goal was supplemented by a desire to develop an overall design concept which would help to unify the numerous diverse elements. In both projects, the primary architectural consideration was to bring order and serenity to a potentially chaotic assembly of parts.

Cleveland Heights High School was erected in 1930 and has been substantially augmented with numerous additions. Increased enrollment and inadequate facilities forced consideration of either a second high school or considerable additions to and rearrangements of the existing building. The electorate emphatically endorsed the latter course. Concurrently, the school administration was re-organized on the three-schools-in-one idea with unit administrations and central over-all administration.

The architectural and educational problem was one of effectively organizing the many diverse elements into a coherent expression of a separate and autonomous Junior and Senior High School. It was considered essential that the student retain his individual identity within his own environment.

What should it look like? How shall it work? It would be strange but possible that the very concept of a school as we know it may become obsolete, especially if the need becomes so great it becomes impractical to build them and the school returns to its beginning—the home. With the recent breakthrough of worldwide television, this may be closer than we think.

The following examples are but a few available to illustrate our present needs and future educational objectives.

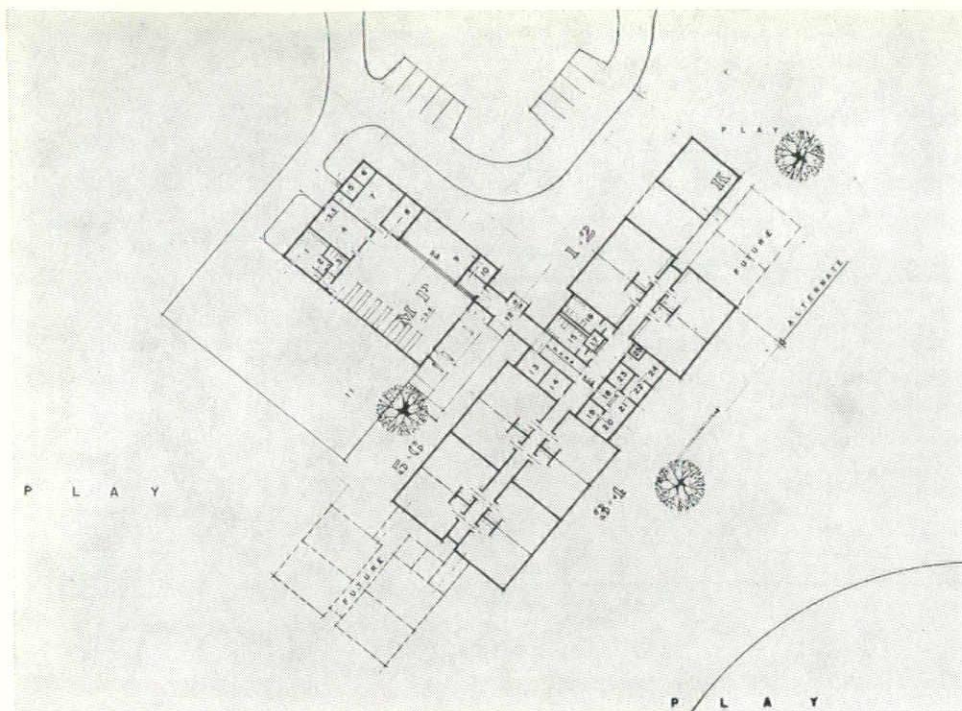


Cleveland Heights High School, Front Entrance. Outcalt, Guenther, Rode & Bonebrake, Architects.



Cleveland Heights High School, Interior Court. Outcalt, Guenther, Rode & Bonebrake, Architects.

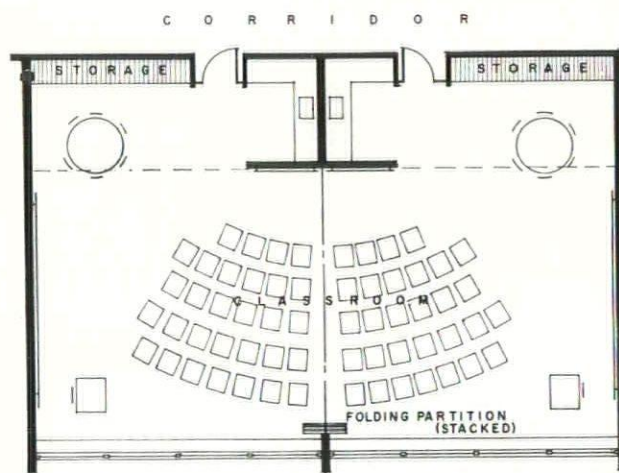




#### LEGEND

- 1 LOCKER ROOM
- 2 MEN'S TOILET
- 3 WOMEN'S TOILET
- 4 SERVING KITCHEN
- 5 GAS METER
- 6 TRANSFORMER VAULT
- 7 BOILER ROOM
- 8 STORAGE
- 9 PLATFORM
- 10 STORAGE
- 11 ALL-WEATHER PLAY
- 12 ENTRY
- 13 REMEDIAL ROOM
- 14 STORAGE
- 15 BOY'S TOILET
- 16 GIRL'S TOILET
- 17 JANITOR'S CLOSET
- 18 WAITING
- 19 WORK ROOM
- 20 RESOURCE CENTER
- 21 OFFICE
- 22 PRINCIPAL
- 23 CLINIC
- 24 TEACHER'S CONFERENCE
- 25 TEACHER'S TOILET

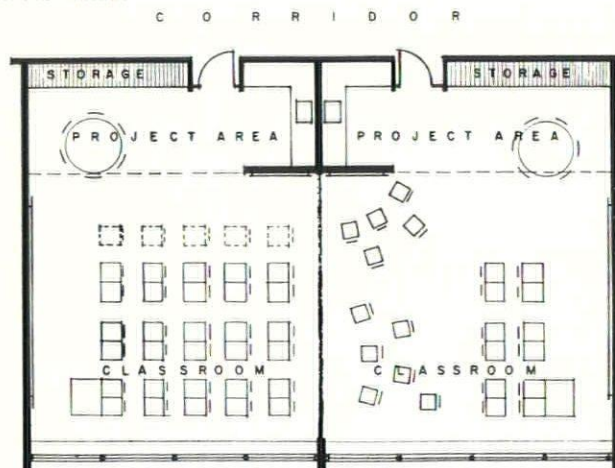
Plan for Melrose Elementary School, Wooster, Ohio. Outcalt, Guenther, Rode & Bonebrake, Architects.



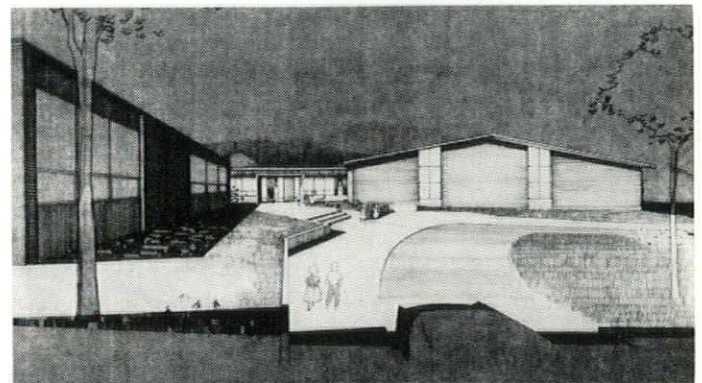
Classroom plan showing lecture room plan partition open. Melrose Elementary School, Wooster, Ohio.

A team teaching school in Wooster, Ohio, equipped with movable partitions.

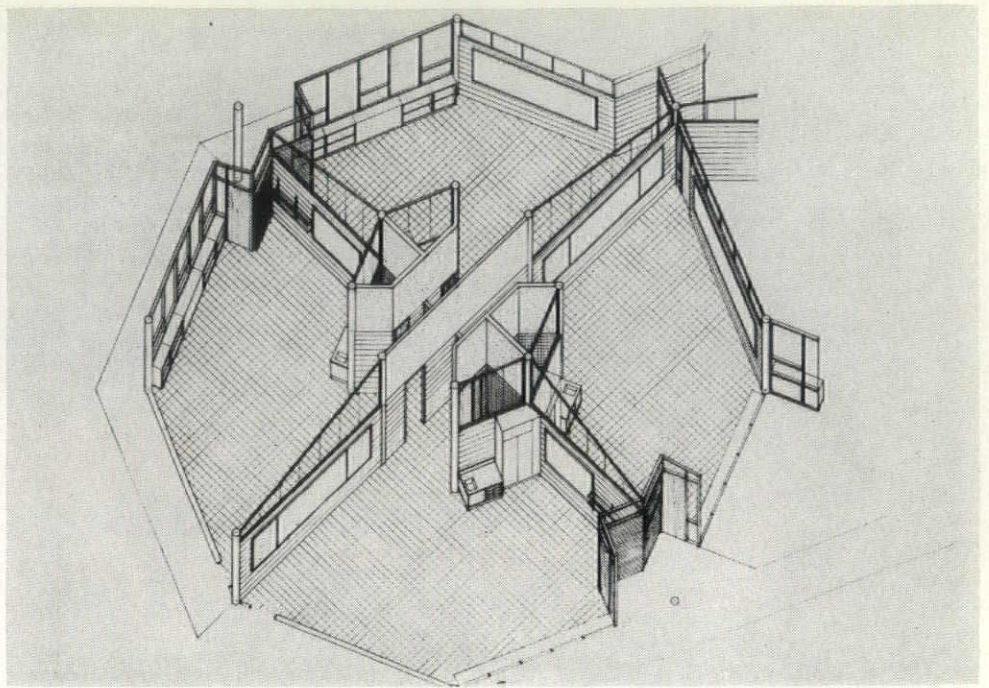
Same classroom plan, Melrose Elementary School, showing lecture room partition closed.



Perspective of entrance to Melrose Elementary School, Wooster, Ohio.







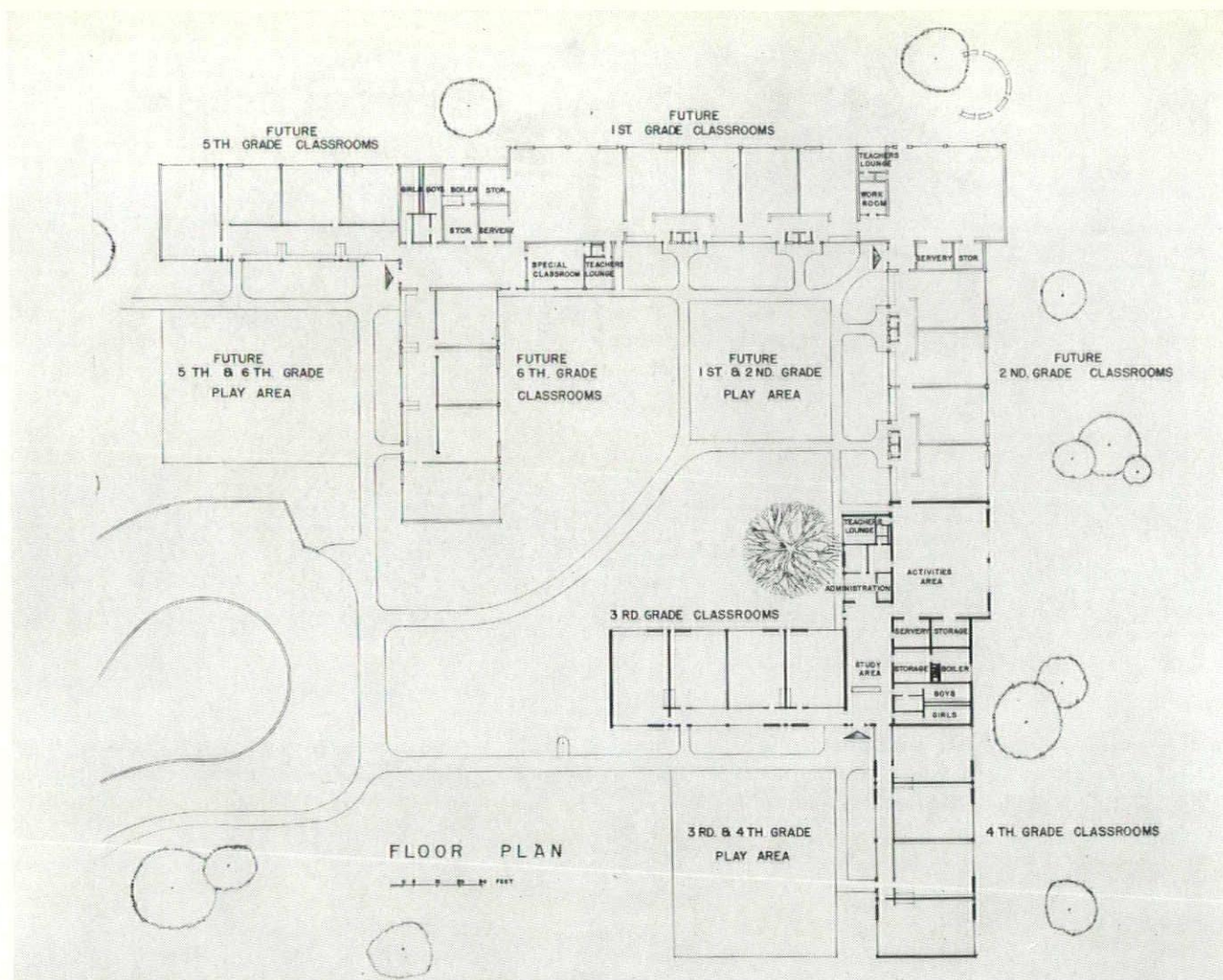
In the process of designing this school much thought was given to creating a pleasing environment for the "young" student and giving each room maximum flexibility so that the teaching staff can vary space to create the atmosphere desired.

The educational program for Stroud Elementary School was quite specific as to its requirements, and the final design reflects our interpretation of these requirements.

Stroud Elementary School, Parma Heights, Ohio. John F. Lipaj Associates, Architects.



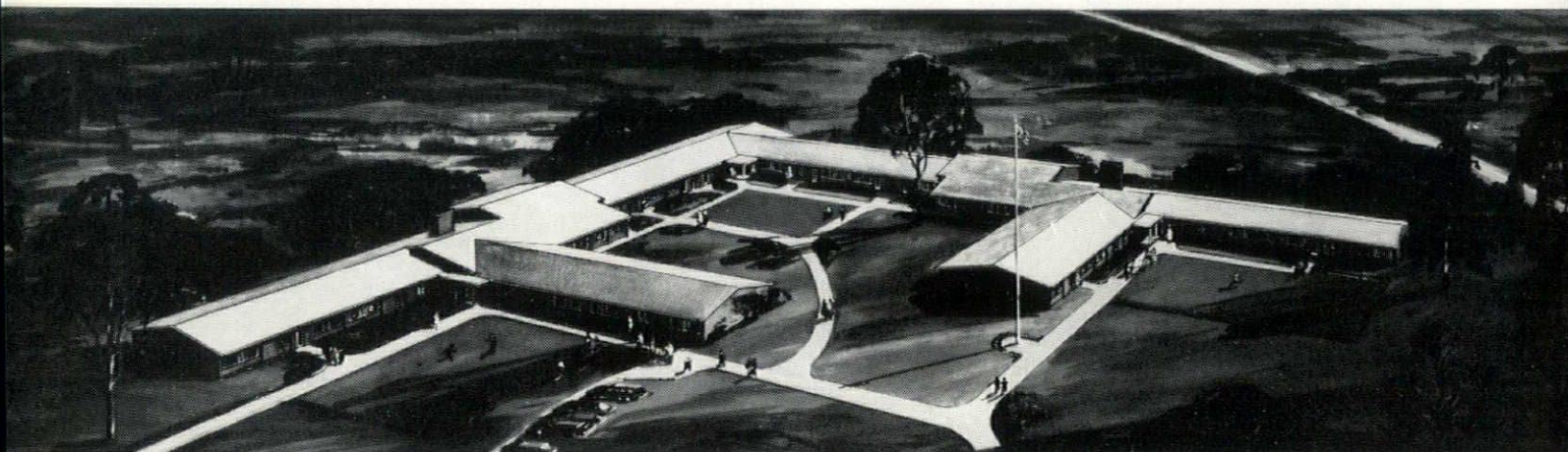




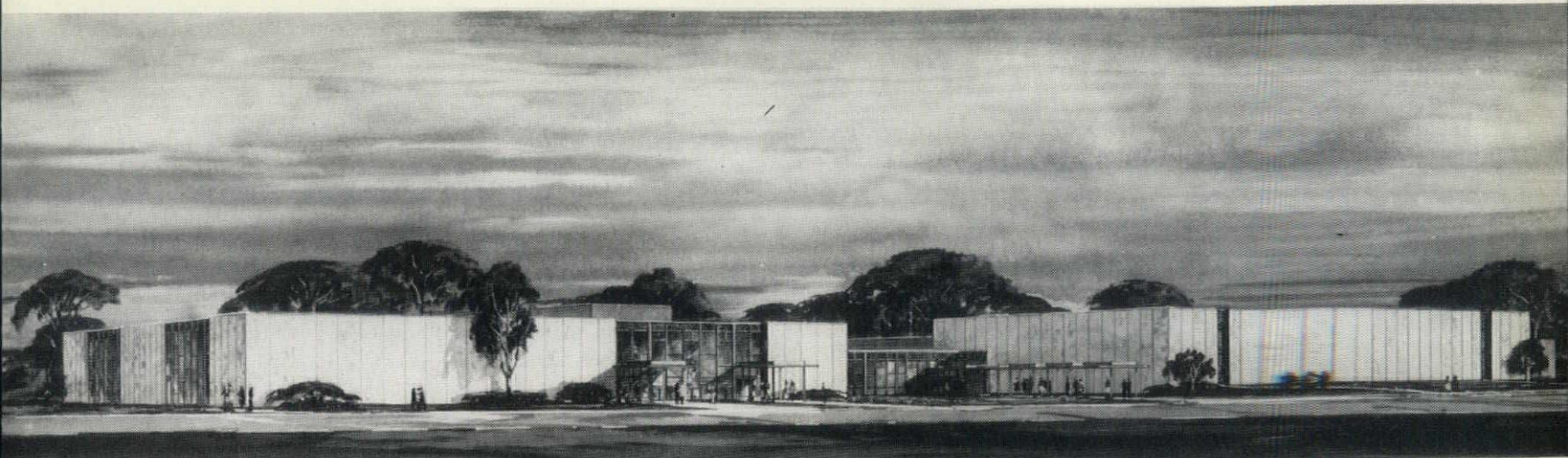
The past experience of the administration of being forced to house younger students often in large multi-story older schools designed for other levels of education have made them conscious of the need for elementary facilities that are friendly to and are in scale with the younger child. It was felt that the small intimate school was educationally desirable for this young student because

of its inherent protective qualities allowing the self-identity of the student and promoting comfortable first steps in his educational growth. The vast difference of student maturity in the (1-6) elementary school was recognized and it was felt that there could be educational advantages in providing separate "pavillons or schools for learning" for the primary, intermediate and upper elementary age groups.

Ulysses S. Grant Elementary School, Willoughby, Ohio. Ward & Schneider, Architects.







Mayfield High School, Mayfield Village, Ohio. Ward & Schneider, Architects.

The educational program now in effect follows for the most part the conventional approach to a comprehensive high school. It is felt that changes in methods will be accomplished over a period of time. For this reason, the program called for a building which would provide for an educational program based essentially on current practices but with flexibility to permit and encourage the use of new and developing methods of teaching.

Based on the conviction that all present construction should profit by current technological advances, it was determined that this building be air conditioned provided this be accomplished within the limitations of presently accepted unit costs of construction per student and provided that the operating and maintenance cost of air conditioning be minimum.

In order to accomplish the objective, the educational concept is basically a laboratory approach to learning wherein direct instruction areas and faculty departmental centers surround student work centers. Instructors thereby work in close relationship with librarians and those controlling the distribution of teaching materials used on an individual basis. It is expected that the teaching staff will work with the student in the work center.

Provisions are made for some large group instruction, educational T.V. and the use of audio-visual materials. The physical relationship of student work centers and direct instruction rooms allows freedom in scheduling the students' time according to their areas of need.

With this broad comprehensive approach to the educational program, coupled with the intent to provide economically operated air conditioning, current methods of planning and design were discarded and the physical needs of the educational program were restudied and analyzed anew. Mindful of the improvements made during the past years in the design of environments for learning, this building is planned to create, in its own terms, the amenities that are found in current school planning.

In order to permit air conditioning to be economical

in operation, it was felt that a minimum of exterior wall and especially a minimum of glass area should be provided. However, it was determined that emotional requirements demand the opportunity to see outdoors. Therefore, in order to avoid the closed-in feeling of the windowless school, classrooms are arranged to overlook larger areas which in turn have an exterior wall of glass. The student thereby, always has a vista to the outside.

The administrative space is near the major entry and adjacent to instructional space but not in the area of the greatest student circulation.

Instructional spaces which have noise factors, such as industrial arts and music, are isolated. However, a close proximity to other instructional space is achieved.

The lunchroom and student center are near the circulation core but also adjacent to the lobby of the auditorium and gymnasium.

The public entrance for the gymnasium and auditorium are separate from the student entrance for easier control.

The building is of noncombustible construction. To permit maximum flexibility, a steel frame building was selected. Partition walls, thereby, can most easily be changed as the educational program may require.

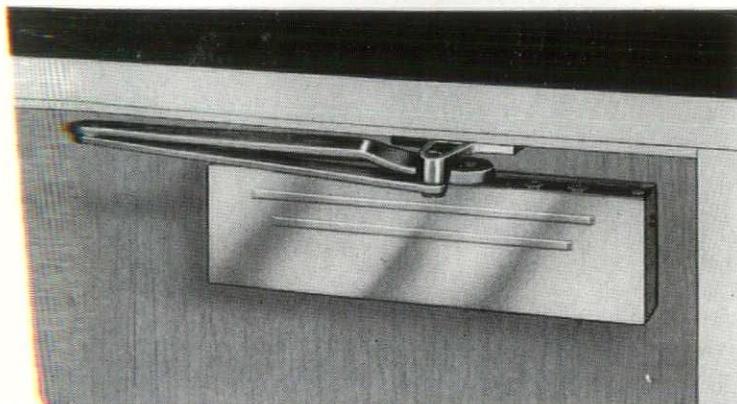
Because of the large expanse of solid exterior wall area, the tedious installation of multitudinous masonry units was illogical. Therefore, precast concrete panels, 6' wide by the height of the building are being used. A decorative panel design is incorporated on the face of these panels. Plaster on metal stud partitions are used for interior partitions providing surfaces which are pleasing to the sight and easy to maintain.

Air conditioning is provided through a multizone system with economizer control. Boilers, chillers and cooling tower are in the boiler room area. Fans, heating and cooling coils and reheat units are located in penthouses. The climate in each room is controlled by individual room thermostats.



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## **Architects and the School Planning Service**

By — W. Dwight Darling, Assistant Superintendent  
of Public Instruction

What is the role of the architect in relation to the school building planning service now being provided by the Ohio Department of Education? The plan does not contemplate any change in the existing relationship between the architect and the district boards of education. The basic aim is to assist the school officials in a clear-cut analysis of school building needs, to help develop an outline of educational specifications and to present these needs and specifications to the architect selected by the district board of education.

Department officials will not enter into the actual selection of the architect. As consultants they will, if so requested, suggest procedures for securing information on the work of architects and their accomplishments. Emphasis will be placed on the need to maintain a professional relationship between the owner and architect. This will require a clear understanding of the extent and limitations of the duties and responsibilities of the architect as well as a clear understanding of the extent and limitations of the duties and responsibilities of the board of education.

The services of the School Building Planning Section are available to architects as well as to school officials. The Section has access to all of the Educational Specialists of the Department. For example, an architect finds that there is need for a more extensive music program than is usual in a proposed building. We could determine the extent of this need and consult with the State Supervisor of Music and others, or arrange a conference of those who could help.

### **Scope of the Service**

This assistance to school districts will provide consultant service for their building programs. It will include a study and evaluation of present facilities, a study of school population, an analysis of the district's bonding capacity, a review of the school program — present and planned — and a report to the district board together with recommendations for a building program. While code requirements and state standards will be explained, the service is to be entirely advisory.

This consultant service will not necessarily end with the recommendations for a building program. Where boards, educators and the architects so desire, the Planning Section will advise on educational specifications, financing procedures, final plans, bidding and contracts. We believe that this extension of the service should be especially helpful to those districts that have not recently had a building program and to those who cannot provide planning staffs of their own.

Due to limited personnel, the Planning Section will not be available for the comprehensive type of survey now provided by many of the universities and several private survey groups.

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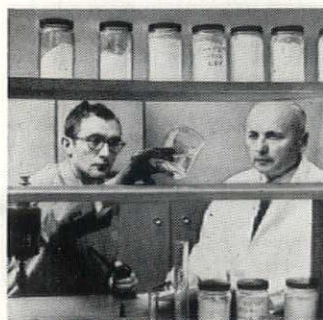


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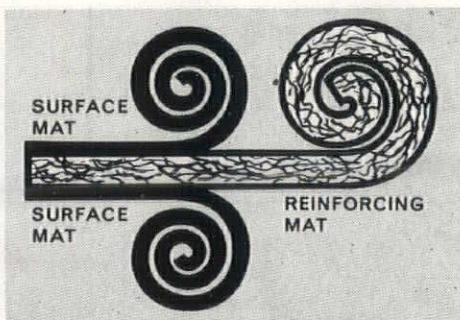
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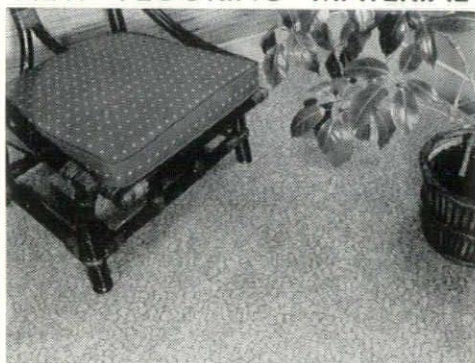
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Development of a new imbedded-chip sheet vinyl flooring material for use in commercial and institutional areas as well as residential interiors, has been announced by the Armstrong Cork Company.

The new sheet vinyl flooring material, called Montina Vinyl Corlon, possesses an unusual, warm natural design effect that is unlike any styling previously available in sheet resilient flooring materials.

Random sized, multi-chrome vinyl pebbles make up the wearing surface of Montina Vinyl Corlon. The pebbles,

similar in size and coloring to natural river-bed gravel, are imbedded in a vinyl plastic and surrounded by a clear vinyl grout.

The new Montina flooring is highly flexible, despite the heavy, tough nature of its wearing surface. It can be coved in areas where ease of maintenance is an important consideration or to provide an attractive decorative effect.

Montina is made in a heavy .090-inch gauge in sheet form six-feet wide. Dirt-catching seams are practically eliminated which greatly simplifies maintenance — an important consideration in commercial and institutional areas.

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the nubby surface serves to conceal scratches that might show on a high-gloss floor.

Montina is available in six colorings — Sand Beige, Patina Green, Earthtone, Off-White, Terra Cotta and Teak Black.

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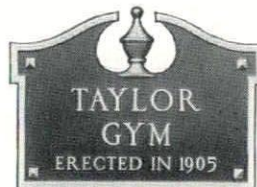
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# TO THE POINT

## CROSSES OF THE AGES; DESIGN AIDS FOR YOU

**Christianity's Sacred Symbol**—the cross—has been pictured in over 140 of its variations in a new booklet published for architects by Overly.

Entitled "*The Cross*," the new booklet is a product of over five years of research. It separates the cross designs according to their time of origin and includes a historical review of their religious significance and usage.

A separate section catalogs all of the basic cross forms, including crosses from the ancient civilizations, crosses from the early church and the crosses from heraldry. Additional information is offered on how Overly crafts these religious symbols and the important data the architect needs to know when ordering a cross.

*These cross designs will be useful to architects in designing church interiors, in selecting the altar cross or in providing external ornamentation for contemporary religious buildings.*

"*The Cross*" is available to all architects on letterhead request. Send for your copy today.

\* \* \*

**Another U/L Testing Breakthrough** has been achieved by Overly in the recent fire test of a pair of Overly doors, 7' x 7' in size, for a U/L "A" label of 3 hours of fire resistance. These larger doors use new Von Duprin Concealed Fire Exit Hardware, giving the architect U/L labeled doors a full foot wider than heretofore available with the aesthetic advantage of concealed hardware. For more information, write to Manager of U/L Labeled Products, Overly Manufacturing Company.

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## ARCHITECTS AND SCHOOL PLANNING

(Continued from Page 12)

### Plan for the Service

A tentative format for the school building planning service includes six steps. They are:

1. The request. The Department must be assured that the administrators concerned and the district board of education are in agreement that the survey is needed. The request need not be a formal action and may be verbal. Districts will be scheduled in the order that requests are received and as personnel is available.
2. A survey and evaluation of existing facilities, enrollments — present and projected, program of instruction — present and proposed, and district bonding capacity will be made. The field work will be done by Planning Section personnel, usually a team of two and will include a look at possible building sites, roads, and consultation with district administrators.
3. The preparation of a preliminary report. The field report will be supplemented by discussions with various specialists in the Department of Education and agencies that may provide information and suggestions. Each part of the preliminary report will be subjected to criticism by the Planning Section as a group.
4. A conference will be arranged with such district educators as are concerned and able to attend. The superintendent, the local executive if the district is a part of a county system, principals and representatives of the board of education will meet with the Planning Section and such other Department personnel as may be requested. When an architect has been selected by the district board he will be invited or consulted as local officials wish. The preliminary report will be presented and discussed part by part. Errors in fact or in judgment will be corrected and additional facts and recommendations may be included.
5. A final report to the district board of education will be prepared and sent to the board with a copy to the superintendent. This will not be a published or printed report, but a letter type summary. It will be in three parts: an introduction, a summary of principal findings and the recommendations. The introduction will discuss the needs for the survey and the questions that should be answered. The findings will include community background, enrollments and enrollment projections, the program or curriculum and needed additions or changes, the present school plant, facilities needed and the district's financial situation. The recommendations will suggest a long range plan, board procedures and actions, type, size, location and use of new facilities and estimates of costs.
6. Assistance in the final development of educational specifications and the review of preliminary plans,

(Continued on Page 19)

OHIO ARCHITECT





## What's a leaf to do with Electric Air Conditioning?

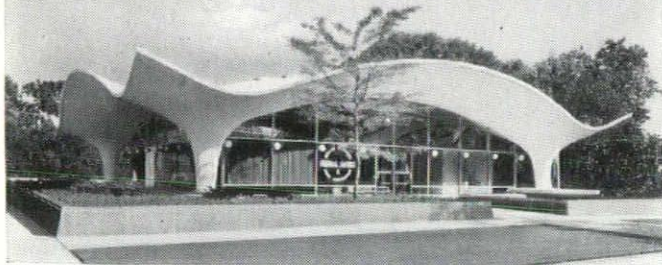
A leaf is nature's design solution to the function of breathing. The commercial building you design or build must also live up to specific functional demands. It must provide productive, healthful working conditions for employees, pleasant surroundings for customers, stable operating conditions for expensive business equipment. It is impossible to meet these functional demands without air conditioning. And dependable *electric*

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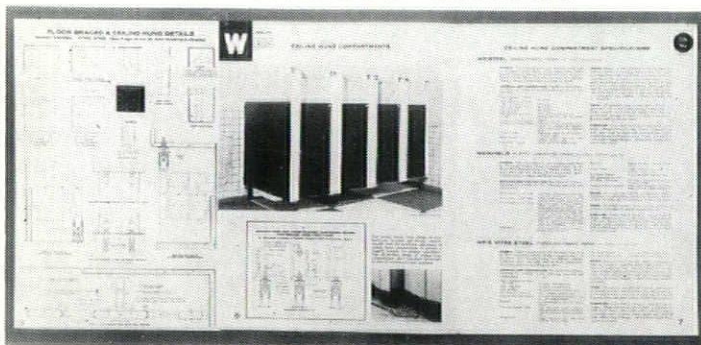
Concrete's freedom of form inspires architects to seek imaginative new designs for all types of buildings.

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## WEIS CATALOG DISPLAYS



By extending the front and back cover an additional page, cover flaps in the new Weis toilet compartment catalog open to display complete details of all toilet compartment models. In using the catalog it is now possible to review product illustration and description, complete specifications and details without turning pages for additional reference. As a page for each model is turned, the detail pages remain open for quick, easy reference. Copies of the new catalog, as well as the firm's cabinet shower and movable office partitions catalogs, will be sent upon request to the Henry Weis Mfg. Co., Elkhart, Indiana.

Page 18

## CEILINGS GO UP FOR AIR



A trend to high ceilings is evident among a wide cross section of prospective home buyers, tenants and owners, according to United States Plywood Corporation.

Buyers, cramped and restricted by the eight-foot head room prevailing in post-World War II "budget" housing and apartments, are looking for vertical space — and finding it. More and more new homes feature the living room with "cathedral" ceiling.

"People no longer are content with mere elbow-room," says Betty Jennings, U. S. Plywood's staff designer. "They really want to spread out . . . and up!"

The ingredients of warmth and intimacy have been added to the airiness and space implicit in big generous rooms. A perfect formula for this combination, says Miss Jennings, lies in imaginative use of warm materials such as wood paneling, plus ingenious groupings of furnishings and decor in congenial and functional living areas — the "conversation" grouping, the dining area, the library-desk corner and the like.

Prefinished paneling with the warmth and color of natural wood is especially desirable in the high-ceilinged room, says Miss Jennings. The added verticals of grain pattern and V-grooving that simulates tall, individual planks, underscore the sky-high note, she points out.

Weldwood paneling, moreover, has unique V-grooves that line up when panels are placed end-to-end. And the availability of Weldwood panels in both eight-foot and ten-foot lengths reduces waste on high-wall installations.

Still more pattern and interest may be achieved by the addition of simulated beams or battens, in wood to match or painted for contrast, between sections of paneling.

OHIO ARCHITECT



## ARCHITECTS AND SCHOOL PLANNING

(Continued from Page 16)

design development plans and working drawings and specifications will also be supplied if requested by the district or the architect. Help in this important phase of the project will necessarily be limited by the time available in the Planning Section and the desires of the district board of education and its architect.

### Who Will Do the Work

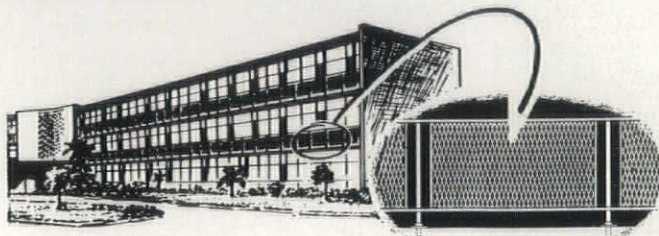
Responsibility for general control of the School Building Planning Service has been delegated by the Superintendent of Public Instruction, Dr. E. E. Holt, to Assistant Superintendent, W. Dwight Darling. The Section Chief, T. V. Utterback, will be assisted by William Dean and George Garrison.

Consultant services from any part of the Department will be called upon as needed. Specialists such as the people assigned to physical education, industrial arts, music, vocational education and school lunch will be available when problems involving their fields are confronted.

During the period of the State Assistance Program valuable help was secured from the Department of Natural Resources on water supply and related problems, from the Department of Health on water and building location, from the Department of Taxation on finances and from the Department of Industrial Relations on code interpretation. It is felt that these sources will continue to be available for assistance in school building planning.

The Department is offering, without cost to the school district, a service which has long been needed. We hope that we can help the schools and their architects to get more educational facilities for the children of Ohio for the dollars available. It will have to be a two-way street, a cooperative enterprise. A few people, at the state level, can provide only a very small part of the total effort needed to do the job right.

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## NECROLOGY

Charles Everett Hatch, 60, consulting engineer and former planning engineer for Toledo and Lucas County, died recently in St. Vincent's Hospital.



Mr. Hatch, owner of Charles E. Hatch & Associates, was making economic studies and a detailed design of highways, structures and bridges on primary and interstate highways in Ohio at the time of his death.

A graduate of the University of Michigan, Mr. Hatch spent the first years of his career in city planning and private practice in that state.

In 1927 he came to Toledo and was named chief engineer for the Miami Erie Canal superhighway program. He was appointed Lucas County planning engineer in 1929 and held that post until 1946. He also was named Toledo planning engineer in 1932 when the

city and county planning offices were combined.

In 1933 Mr. Hatch was chosen chief engineer for the Lucas County Civil Works Administration, and the following year was named secretary of the Administrative Board of Zoning Appeals.

Mr. Hatch became consulting engineer for the firm of Samborn, Steketee & Associates in 1954, holding that post until 1960. He also owned his own firm during that time.

He was cited by both the Toledo Society of Professional Engineers and the Ohio Society of Professional Engineers for his outstanding service to his community and untiring efforts in his profession.

Mr. Hatch was vice-chairman of the Ohio State Board of Registration for Professional Engineers and Surveyors and a past president of the Toledo Society of Professional Engineers.

Surviving him are his wife, Helena; and his daughter, Patricia Bogart, wife of William R. Bogart, Toledo architect and treasurer of the Architects Society of Ohio.

## Building Inspector Position

The City of Upper Arlington, Ohio, a suburban city of 32,000, will receive applications for a Deputy Building Inspector until October 31, 1962. Desirable qualifications: graduate of a College of Engineering or Architecture, supplemented by four (4) years experience as an architect, architectural engineer or structural engineer and be so registered in the State of Ohio. Send complete resume, photo and personal data to the City Manager, 2095 Arlington Avenue, Columbus 21, Ohio.

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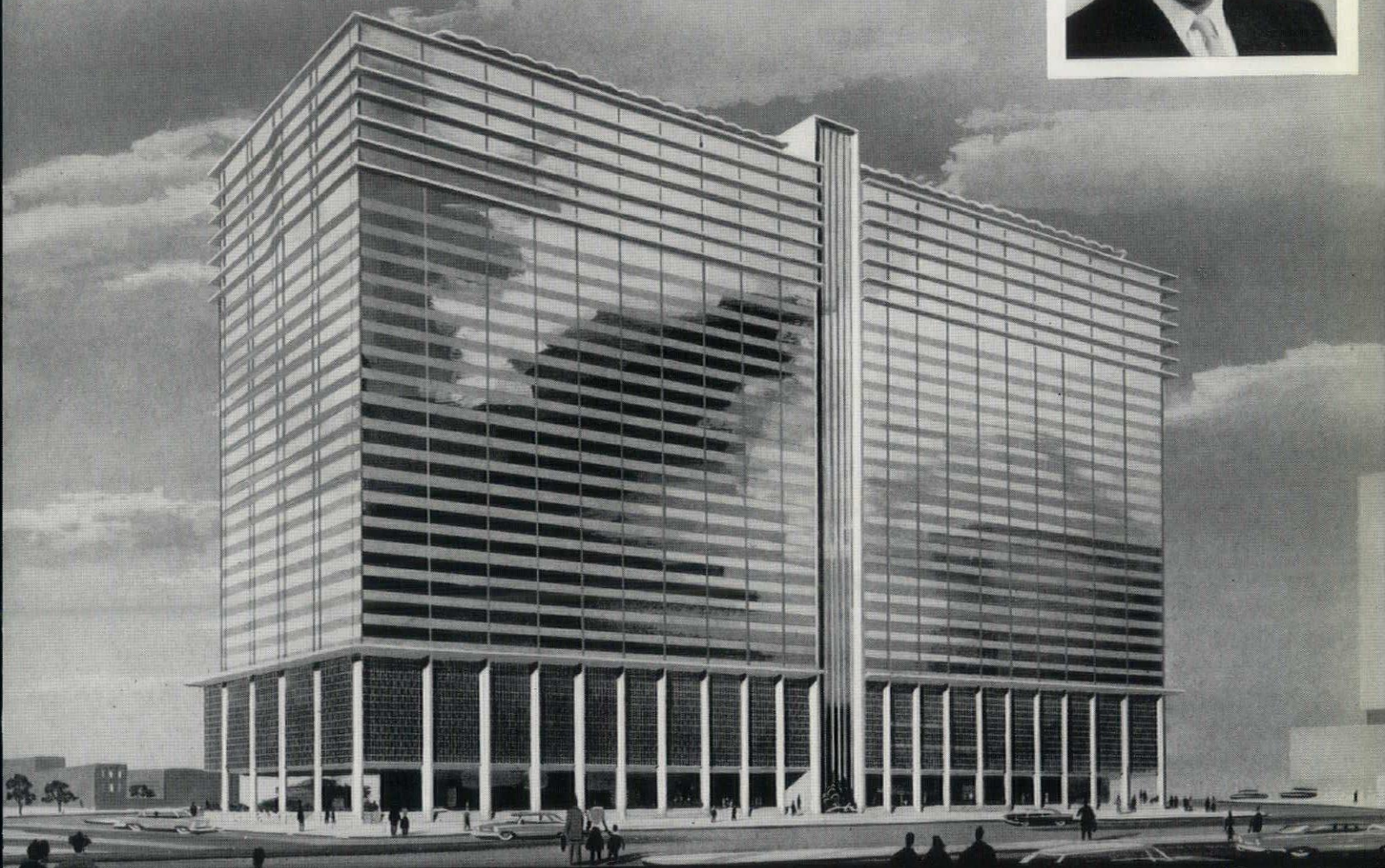
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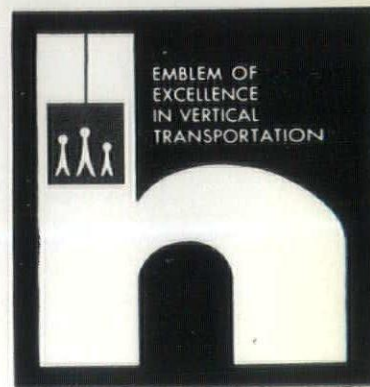
**. . . says Mr. Sylvester J. Lowery, President, Penn Towers, Inc.**



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**\*** *Haughton's advanced program in systems research and engineering, with specific emphasis on the creative application of electronic devices and instrumentation for betterment of systems design and performance. Registered in U. S. Patent Office.*





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AIA stands for The American Institute of Architects, the organization representing the architectural profession in the United States. It stands for a professional society whose members accept the highest standards of professional competence, moral duty, and human character any profession can devise. The initials AIA have come to be known by the public, the government, and the courts as a symbol of professional merit.

... 127 chapters of the AIA ... are located throughout the United States and comprise a total membership of more than 12,000 registered architects. Each of these chapters functions as an autonomous unit; more are founded each year as the number of architects increases. Both chapter and national officers are elected each year by membership vote.

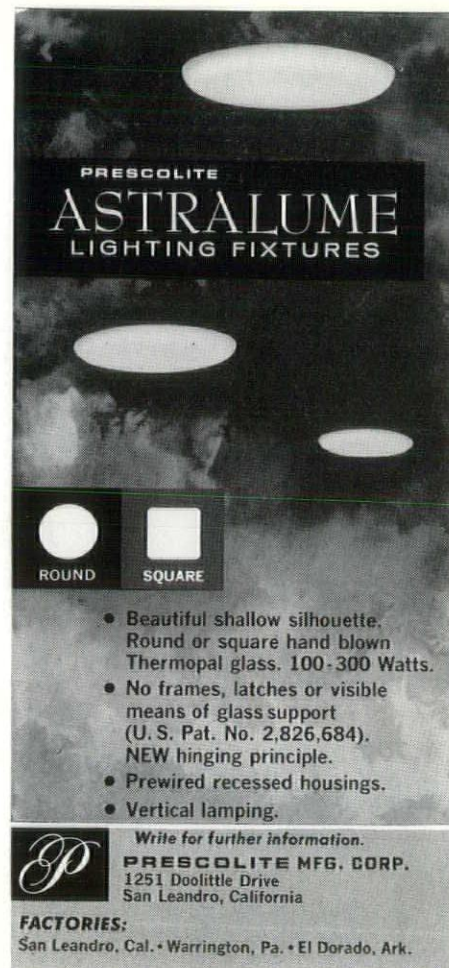


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## JANSON FIRM AWARDED CONTRACT

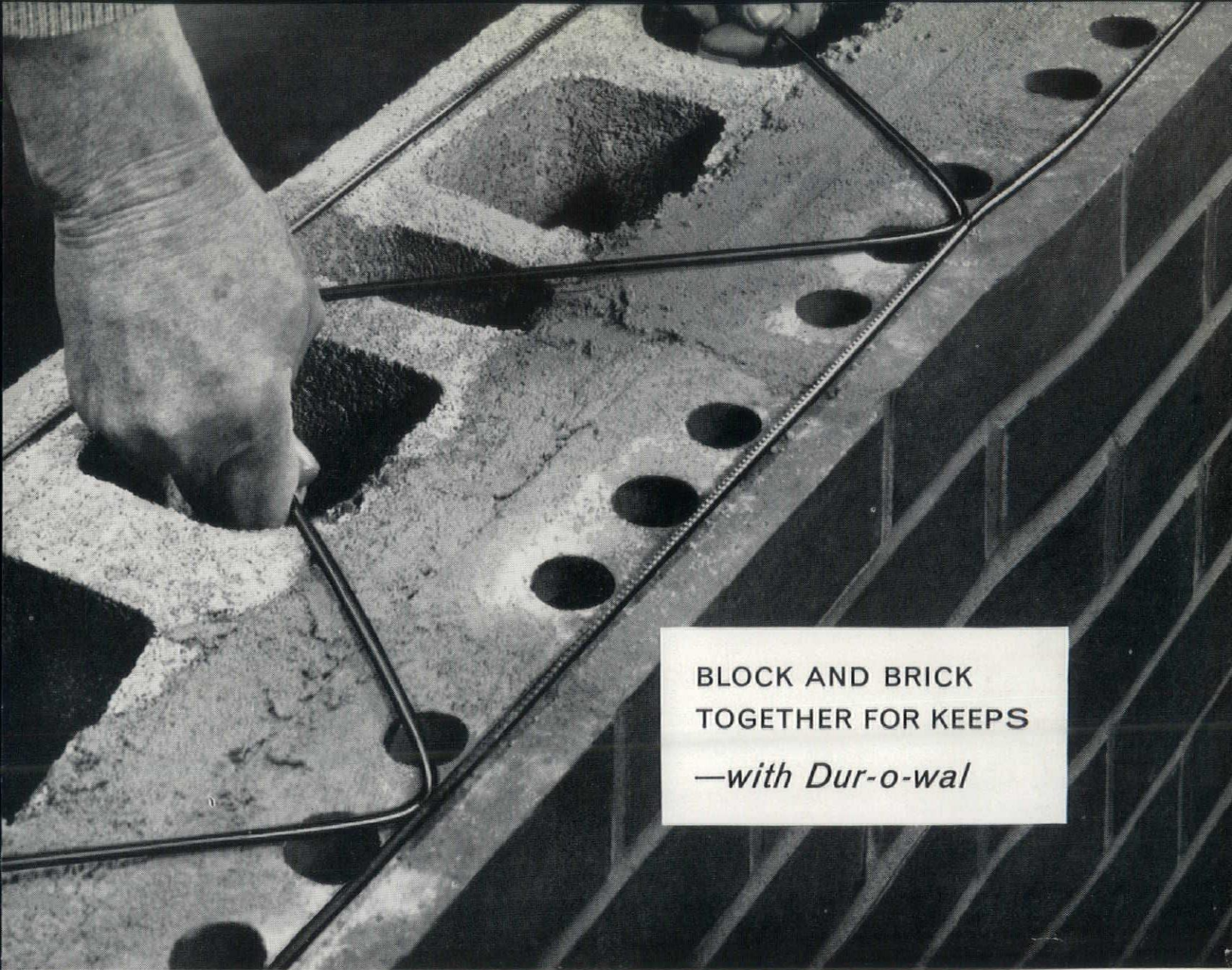
A contract to furnish complete stage equipment for the Arkansas Arts Center, now under construction, was received, recently, by The Janson Industries of Canton, Ohio.

The contract includes stage curtains, tracks, a flying picture screen, a complete battery of counterweight systems and auditorium acoustical curtains.

Architects for the project, which will be located in Little Rock, Arkansas, are Ginocchio, Cromwell, Carter, Dees and Neyland of Little Rock. The completed project will include Exhibition Galleries for permanent and traveling shows of painting and sculpture, studios for teaching painting, sculpture, and ceramics, a multi-purpose area for lectures and dancing and the large theatre for lectures and the performance arts.

Installation of the equipment is scheduled for December, 1962.





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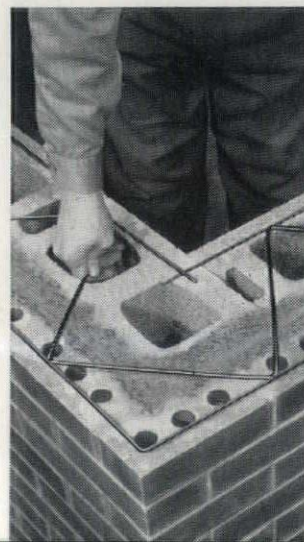
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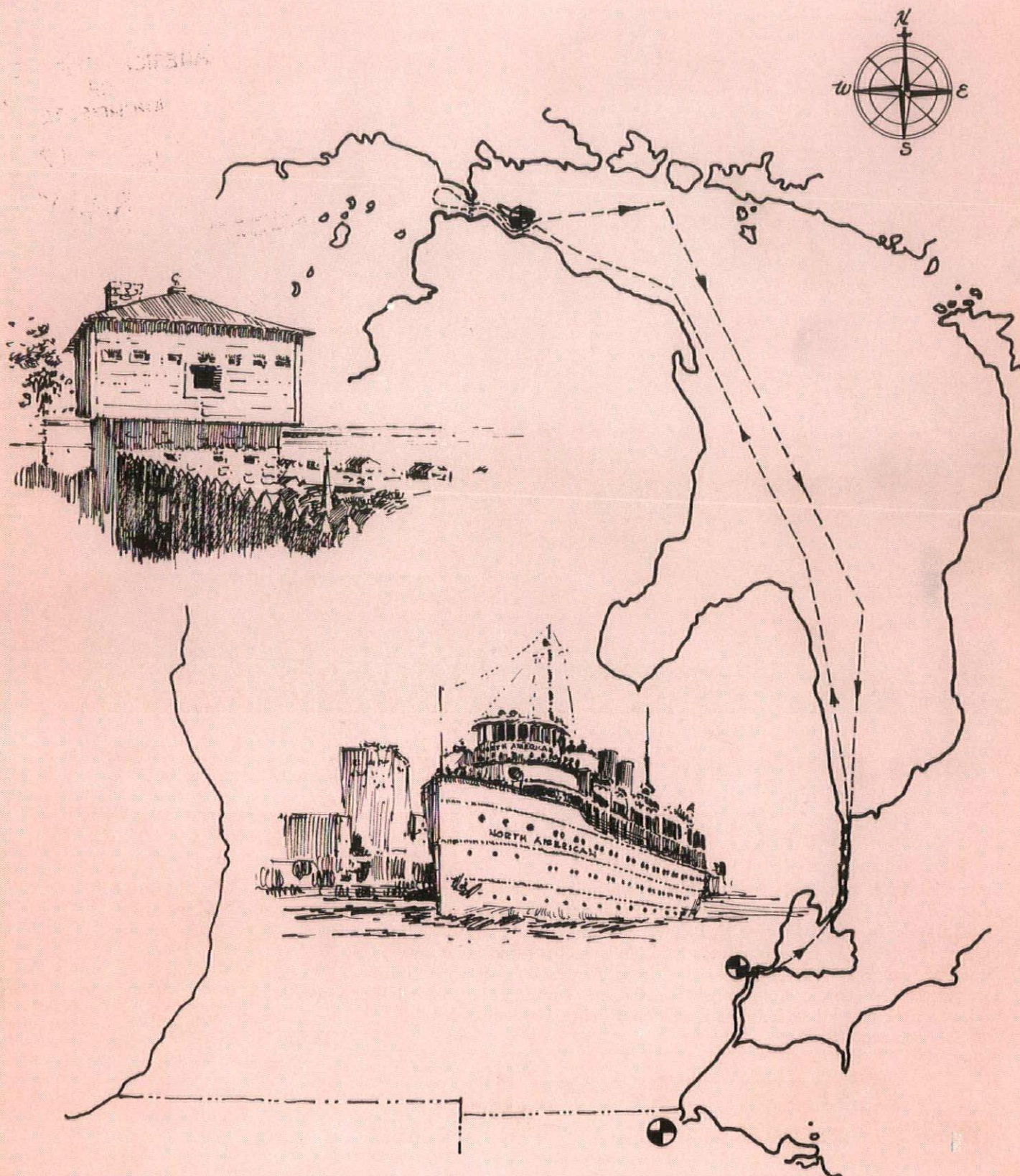
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